

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Responding to a major tectonic event
Unit Ref. No.	K/617/3315 M/617/3316
Entry Code	6233/E2 6233/E3
Level	Entry 2/3
Credit Value	4
Unit aim	<p>This unit aims to enable learners to identify areas of the world that are affected by tectonic events (earthquakes, volcanoes and tsunamis) and know how people are affected by, and respond to the hazards posed by the tectonic events.</p> <p>It is possible to co-teach this unit with aspects of the WJEC GCSE Geography, Eduqas GCSE Geography A and Geography B specifications.</p>

<p style="text-align: center;">Learning outcomes</p> <p>To be awarded credit for this unit, the learner will:</p>	<p style="text-align: center;">Assessment Criteria Entry 2</p> <p>Assessment of the learning outcome will require a learner to demonstrate that they can:</p>	<p style="text-align: center;">Assessment Criteria Entry 3</p> <p>Assessment of the learning outcome will require a learner to demonstrate that they can:</p>
<p>LO1 Know that there are a range of tectonic events and that certain areas of the world are vulnerable to these events.</p>	<p>AC1.1 Identify a range of tectonic events.</p> <p>AC1.2 Recognise areas of the world vulnerable to tectonic events.</p>	<p>AC1.1 Outline some features of one tectonic event.</p> <p>AC1.2 Identify and name areas of the world vulnerable to tectonic events.</p>
<p>LO2 Know how a tectonic event may impact on people's health and well being and the infrastructure and economy of the area affected.</p>	<p>AC2.1 Identify some effects of a tectonic event on people's health and well being.</p> <p>AC2.2 Identify some effects of a tectonic event on the infrastructure of an affected area.</p> <p>AC2.3 Identify some effects of a tectonic event on the economy of an area affected by a tectonic event.</p>	<p>AC2.1 Give some effects of a tectonic event on people's health and well being.</p> <p>AC2.2 Give some effects of a tectonic event on the infrastructure of an affected area.</p> <p>AC2.3 Give some effects of a tectonic event on the economy of an area affected by a tectonic event.</p>

<p style="text-align: center;">Learning outcomes</p> <p>To be awarded credit for this unit, the learner will:</p>	<p style="text-align: center;">Assessment Criteria Entry 2</p> <p>Assessment of the learning outcome will require a learner to demonstrate that they can:</p>	<p style="text-align: center;">Assessment Criteria Entry 3</p> <p>Assessment of the learning outcome will require a learner to demonstrate that they can:</p>
<p>LO3 Know how people, organisations and the government in the UK can respond to a tectonic event to help reduce the impact of such hazards.</p>	<p>AC3.1 Identify how an individual in the UK can help people and countries affected by tectonic events.</p> <p>AC3.2 Suggest some types of aid that can be given by the British government.</p> <p>AC3.3 Identify a British charity or NGO that provides aid to people and areas affected by tectonic events.</p> <p>AC3.4 Identify ways in which the risks associated with a tectonic event may be reduced.</p>	<p>AC3.1 Outline how an individual in the UK can help people and countries affected by tectonic events.</p> <p>AC3.2 Outline a range of aid that can be given by the British government.</p> <p>AC3.3 Outline the work of a British charity or NGO that provides aid to people and areas affected by tectonic events.</p> <p>AC3.4 Give ways in which the risks associated with a tectonic event may be reduced.</p>

2. SUGGESTED UNIT CONTENT

The following suggestions should be considered in the context of:

- the level the learner is working at – either Entry 2 or Entry 3
- the level is determined not by the amount of work completed but should demonstrate achievement of the specified assessment criteria. Completion should be closely linked to the command words used in the assessment criteria
- centre facilities and resources
- teaching time and curriculum organisation
- opportunities to co-teach with GCSE Geography
- providing opportunities for progression including studying a Humanities based subject to GCSE level

This unit is open-ended in its coverage. There are a number of different ways of approaching it. The following section is designed to assist teachers in approaching the issue of content. The choice of tectonic events is very much down to the teacher.

The content and context chosen must be capable of delivering the learning outcomes associated with the unit. The learning outcomes do not have to be taught separately but can be integrated and taught as a whole.

For schools in England, this unit can be co-taught with:

Eduqas Geography A Key Idea 3.2: Vulnerability and hazard reduction

For schools in Wales, this unit can be co-taught with :

WJEC Geography Key Idea 3.2: Vulnerability and hazard reduction

LO1: Know that there are a range of tectonic events and that certain areas of the world are vulnerable to these events.

The factors that learners must know about will include:

- volcanoes, earthquakes and tsunamis are examples of tectonic hazards
- tectonic events are caused by movements of the earth
- the earth's crust is broken up in to large pieces, known as plates
- tectonic events occur on or near plate boundaries
- areas like The Pacific Ring of Fire are particularly vulnerable to tectonic activity
- name / location of a recent tectonic event
- detail (e.g. date, location, what happened etc) on a recent tectonic event

LO2: Know how a tectonic event may impact on people's lifestyle and health and the infrastructure and economy of the area affected.

The factors that learners must know about will include:

- casualties, e.g. number of people killed and injured
- destruction of roads, bridges, railways, airports, homes, schools, hospitals, places of work etc
- impact on daily life, e.g. shopping, leisure activities, health care, education etc
- impact on the economy through loss of jobs by places of work being destroyed, loss of business through shop closures etc

LO3: Know how people, organisations and the government in the UK can respond to a tectonic event to help reduce the impact of such hazards.

The factors that learners must know about will include:

- individual citizens of the UK can help those affected by tectonic events in a number of ways, e.g. organise fund raising events, send money, clothes, volunteer their own services etc
- British government can provide temporary shelter, medical supplies, clean water, clothing, mechanical equipment, doctors, nurses, search and recovery teams etc
- work of charitable organisations and NGOs like Oxfam, Christian Aid, Disaster Aid, British Red Cross etc in areas affected by tectonic events
- ways in which the risks associated with a tectonic event may be reduced, e.g. monitoring, hazard mapping, new building technologies, improved emergency planning, better warning systems etc

3. DELIVERY

3.1 Planning Courses

This unit will contribute to the completion of an Entry Pathways qualification in Humanities. **For full details of the qualifications (Awards and Certificates) and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with **Responding to a major tectonic event** are:

- Changing trends in tourism
- The changing population of the UK
- Climate change
- Threatened ecosystems

Choosing a combination of the above units would work towards an Entry Pathways qualification in Humanities, with a particular focus in the discipline of Geography. Alternatively, this unit can be studied with other units in the Humanities suite which will give a more cross-curricular approach.

3.2 Resources

No specific resources have been written for this unit. Teachers and learners are advised to gather relevant information using general Geography textbooks (Key Stages 2, 3 and 4), websites, digital resources, magazines, television programmes and films. Examples of useful text books include:

GCSE Geography for WJEC A: Core – Andy Owen, Jo Pritchard, Colin Lancaster, Jacqui Owen & Dirk Sykes

GCSE Geography for WJEC A: Option Topics - Andy Owen, Jo Pritchard, Cathie Brooks, Andy Leeder & Dirk Sykes

GCSE Geography for WJEC B: - Andy Owen, Colin Lancaster, Andy Leeder & Dirk Sykes

The New Wider World (Foundation) - D Waugh (Nelson Thornes), Chapter 14

Geography GCSE - King, Hurst, Edwards, Stevens & Mayhew (OUP), Chapter 1

Geography for CCEA GCSE - Henderson, Roulston & Corr (Hodder), Unit 1, Theme C

Geography 1 - Gallagher, Parish & Williamson (OUP) Chapter 10

Geography Matters 3 - Hopkin & Leeder (Hodder) Chapter 6

Investigating Geography C (Foundation) - Arundale & Hart (Hodder), Chapter 3

Key Geography Interactions - Waugh (Nelson Thornes) Chapter 2

Key Geography (Extensions) - Waugh (Nelson Thornes) Chapter 1

Earthworks 3 - Widdowson ((Murray) Chapter 1

One useful area of resources and support for teachers of Entry Pathways units is available on the WJEC website. Teachers will find a wide range of supporting materials here. Much of this material is intended to be downloaded so that it can be edited by teachers to suit the needs of their own learners and centres. The site can be found here:

<http://resources.wjec.co.uk>

Other useful websites include:

http://www.bbc.co.uk/bitesize/ks3/geography/physical_processes/plate_tectonics/revision/1/

https://www.google.co.uk/search?q=volcanoes+and+earthquakes&tbm=isch&tbid=0ahUKEwi_jl_bk7zXAhXEuRoKHaAWAV4QsAQIhQE&biw=1280&bih=671

<https://www.natgeokids.com/uk/discover/geography/physical-geography/volcano-facts/>

http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/managing_hazards_rev1.shtml

http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/earthquakes_rev4.shtml

http://www.geography.learnontheinternet.co.uk/topics/earthquakes_impact_response.html

4. ASSESSMENT

4.1 All Entry Pathways units are internally assessed and externally moderated.

The following principles apply to the assessment of each unit:

- all assessment criteria must be met for unit learning outcomes to be achieved
- for units provided for Entry 2 and Entry 3, assessment criteria must be met in full at each level
- tasks may be set by the centre or chosen from examples given by WJEC (see below)

Entry Pathways Humanities has no set tests or assessments. WJEC will provide some suggestions that can be developed to provide evidence that the assessment criteria for each learning outcome have been met. It is hoped that teachers will build on some of these suggestions and develop activities of their own to provide assessments appropriate for their learners.

In practice, ways of demonstrating that the criteria have been met will vary according to centre type, the nature of learners and curriculum organisation. In addition, different learners within the same teaching group can demonstrate achievement of assessment criteria in different ways. However, the following general types of activities are likely to feature as ways of demonstrating that the assessment criteria have been met:

General activity	Possible purpose
Posters	Identify features and characteristics of volcanoes and earthquakes
Written work	Outline the impact of a tectonic event on human life
Oral questions and answers	Identify different types of data about tectonic events
Oral presentations	Talk about the main features of one major tectonic event
Contributing to group discussions	Talk about ways of helping people and communities after such tectonic events
Digital presentations, e.g. power point	Outline the work of aid agencies after a tectonic event
Use of visual images such as photographs or cartoons	Identify different tectonic events
Storyboards	Outline features and characteristics of tectonic events
Case studies	Outline the importance of certain aid organisations
Interviews	Ask about people's awareness of tectonic hazards
Surveys and questionnaires	Use data to gather evidence about tectonic hazards
Map work	Annotate a world map to show areas affected by tectonic events
Audio/visual recordings	Talk about the impact of human assistance after tectonic events

4.2 Examples of tasks:

Examples of tasks that can be used with learners to show evidence of meeting the assessment criteria:

LO1: Know that there are a range of tectonic events and that certain areas of the world are vulnerable to these events.

At Entry 2, learners could:

- identify examples of tectonic hazards from a list of natural hazards
- complete / add labels to a diagram(s) to show how tectonic hazards are caused by movements of the earth
- label a world map showing some plate boundaries
- complete a world map (with an appropriate key) locating areas of tectonic activity

At Entry 3, learners could:

- draw labelled diagrams to show how tectonic hazards are caused by movements of the earth
- use an atlas to identify areas of the world where these hazards occur, e.g. Pacific Ring of Fire
- complete a world map (with an appropriate key) locating areas of tectonic activity and overlay with world map showing plate boundaries
- use the internet to research one recent tectonic event
- create a poster or leaflet presenting some details about this tectonic event (e.g. date, location, what happened etc).

LO2: Know how a tectonic event may impact on people's health and well being and the infrastructure and economy of the area affected.

At Entry 2, learners could:

- define the terms health and well being, infrastructure and economy
- complete a card sort activity to identify how the chosen tectonic event has impacted on people's health and well being, infrastructure and the economy
- collect a selection of photos / magazine articles on how the chosen tectonic event has impacted on people's health and well being, infrastructure and the economy

At Entry 3, learners could:

- complete a Diamond Nine activity to rank the level of impact of different things
- write a diary account over a week outlining how the tectonic event has impacted on you and your family
- create a power point presentation to show how the lives of people were affected after the event by identifying and outlining the effects on aspects of people's lives, e.g. employment, housing, education, health care etc
- put captions on and label a selection of photographs to highlight how a tectonic event has impacted on the infrastructure, e.g. destruction of roads, bridges, railways, airports, homes, schools, hospitals, places of work, places of worship etc
- outline, orally or in writing, with some detail, the effects of the tectonic event on the economy e.g. loss of income due to destruction of places of work and shops

LO3: Know how people, organisations and the government in the UK can respond to a tectonic event to help reduce the impact of such hazards.

At Entry 2, learners could:

- select from a bundle of cards the different types of help that is needed after a tectonic event
- create a display of digital photographs, sourced from the internet, to identify ways in which individuals in the UK can respond to a tectonic event, e.g. organise fund raising events, send money, clothes, volunteer their own services etc
- create a poster outlining ways in which UK government can respond to the humanitarian disaster resulting from a tectonic event
- collect a selection of photos / magazine articles on the work of British charities and/or NGOs helping after a tectonic event
- select appropriate risk reduction strategies from a longer list provided
- make a collage showing buildings constructed using new technologies to withstand the impact of tectonic events

At Entry 3, learners could:

- sort the different types of help that is needed after a tectonic event into short term, medium term and long term measures
- create characters / talking heads / people from different backgrounds living in the UK to say how they can respond to such disasters e.g. participate in rescue work, provide comfort and care to injured and bereaved, uphold law and order, clear damage, distribute aid, reunite families etc
- produce a 30 second radio or TV appeal asking people in the UK to respond to humanitarian disaster caused by a tectonic event
- write a diary account for an aid worker from a UK charity or NGO
- outline what the UK government did in response to one tectonic event elsewhere in the world
- research why fewer people are killed in tectonic events in Developed countries, e.g. USA and write a short paragraph on findings

4.3 Recording

Assessment will be recorded on the relevant assessment record by indicating successful completion of each Assessment Criterion. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be **differentiated** and must be met at the relevant level. All criteria must be met for the unit to be achieved and credit awarded.

Copies of the assessment records are on pages 11-14.

5. ADMINISTRATIVE ARRANGEMENTS

For details of administrative arrangements, please refer to the **WJEC Entry Pathways specification**, which includes information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and Reporting
- Issue of Results
- Access Arrangements
- Post-Results Services.

Essential points to note with regard to administrative arrangements

- Submit all work by unit and not by candidate.
- Ensure that all candidate work submitted for moderation is fully marked and annotated.
- Annotate completed candidate work with the relevant assessment criteria, e.g. AC 1.3 or AC 3.2, showing where and how the work presented has met the required assessment criteria.
- Check that ALL assessment criteria have been met for each unit by each candidate. Do not submit work for moderation if all assessment criteria have not been clearly and fully met.
- Complete in full an Assessment Record Sheet for each unit for individual candidates, ensuring it is signed the teacher, including as much detail as possible on where and how assessment criteria have been met.

Responding to a major tectonic event – ENTRY 2

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Identify a range of tectonic events.		
	AC1.2 Recognise areas of the world vulnerable to tectonic events.		
LO2	AC2.1 Identify some effects of a tectonic event on people's health and well being.		
	AC2.2 Identify some effects of a tectonic event on the infrastructure of an affected area.		
	AC2.3 Identify some effects of a tectonic event on the economy of an area affected by a tectonic event.		
LO3	AC3.1 Identify how an individual in the UK can help people and countries affected by tectonic events.		
	AC3.2 Suggest some types of aid that can be given by the British government.		
	AC3.3 Identify a British charity or NGO that provides aid to people and areas affected by tectonic events.		
	AC3.4 Identify ways in which the risks associated with a tectonic event may be reduced.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Responding to a major tectonic event – ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Outline some features of one tectonic event.		
	AC1.2 Identify and name areas of the world vulnerable to tectonic events.		
LO2	AC2.1 Give some effects of a tectonic event on people's health and well-being.		
	AC2.2 Give some effects of a tectonic event on the infrastructure of an affected area.		
	AC2.3 Give some effects of a tectonic event on the economy of an area affected by a tectonic event.		
LO3	AC3.1 Outline how an individual in the UK can help people and countries affected by tectonic events.		
	AC3.2 Outline a range of aid that can be given by the British government.		
	AC3.3 Outline the work of a British charity or NGO that provides aid to people and areas affected by tectonic events.		
	AC3.4 Give ways in which the risks associated with a tectonic event may be reduced.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____